## Language Teaching Research and Language Pedagogy

#### **Rod Ellis**

سرشناسه:

Language Teaching Research and Language Pedagogy/by Rod Ellis. عنوان و نام پدیدآور:

تهران: رهنما. ۱۳۹۲ = ۲۰۱۳م. مشخصات نشر: مشخصات ظاهري:

۳۹۹ ص: ۲۷ × ۲۱ سرم.

وضعیت فهرستنویسی: فیها

بادداشت: انگلیسی.

أوانويسي عنوان: لنگوايج...

زیان – – راهنمای آموزشی موصوع

زبانآموزی ۔۔ تحقیق موضوع:

موضوع: مغلمان زبان انگلیسی ۔ ۔ آموزش حین خدمہ

> 1791 السلام/٢/١٨ P رد بندی کنگره: £14/..V1 ردەبندى دىويى:

> > شماره کتابشناسی ملی:

. Language Teaching Research and Language Pedagogy ، يتوكراني: ترنح النه، جاب چاپخانه نقرهفام، چاپ اول: ۱۳۹۲، تیراژ: ۱۰۰۰ نسخه، ناشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خیابار فروردین، نیش خیابان شهدای ژاندارمری، پـلاک ۱۱۲ تلفن: ۶۶۴۰۰۹۲۷ ، ۶۶۴۱۶۶۰۲ ، ۶۶۴۸۱۶۶۲ ، فاکس: ۶۶۲۶۷۴۲۴ ، فیروشیگاه رهنیما، سعادت آباد، خیابان علامه طباطبایی جنوبی، بین ۴۰ و ۴۲ شرقی پلاک ۲۹، تلفن: ۸۸۶۹۴۱۰۲ ، آدرس فروشگاه شماره ۴: خیابان پیروزی نبش خیابان سوم نیروی هوایی، تلفن: ۷۷۴۸۲۵۰۵ نمایشگاه کتاب رهنما، مقابل دانشگاه تهران پاساژ فروزنده، تلفن: ۶۶۹۵۰۹۵۷ قیمت: ۱۲۰۰۰۰ رال

This edition first published 2012 © 2012 John Wiley & Sons, Inc

Wiley-Blackwell is an imprint of John Wiley & Sons, formed by the merger of Wiley's global Scientific, Technical and Medical business with Blackwell Publishing.

Registered Office

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

Editorial Offices

350 Main Street, Malden, MA 02148-5020, USA

9600 Garsington Road, Oxford, OX4 2DO, UK

The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK

For details of our global editorial offices, for customer services, and for information about how to apply for permission to reuse the copyright material in this book please see our website at www.wiley.com/wiley-blackwell.

The right of Rod Ellis to be identified as the author of this work has been asserted in accordance with the UK Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this publication may be reproduced, sored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, except as permitted by the UK Copyright, Designs and Patents Act 1988, without the prior permission of the publisher.

Wiley also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

Designations used by companies to distinguish their products are often claimed as trademarks. All brand names and product names used in this book are trade names, service marks, trademarks or registered trademarks of their respective owners. The publisher is not associated with any product or vendor mentioned in this book. This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold on the understanding that the publisher is not engaged in rendering professional services. If professional advice or other expert assistance is required, the services of a competent professional should be sought.

Library of Congress Catalogues-in-Publication Data

Ellis, Rod.

Language teaching research and language pedagogy / by Rod Ellis.

p. cm.

Includes bibliographical references and index.

ISBN 978-1-443-3610-8 (cloth) - ISBN 978-1-4443-3611-5 (pbk.)

- 1. Language and languages-Study and teaching. 2. Language and languages-Research.
- 3. Second language acquisition research. 4. Language teachers-Training of. 1. Title.

P118.2.E38 2012

418.0071-dc23

2011036327

A catalogue record for this book is available from the British Library.

Set in 10.5/13pt Minion by Aptara Inc., New Delhi, India Printed in Singapore by Ho Printing Singapore Pte Ltd

### Contents

List of Figures		vi
List of Tables		vii
Preface		ix
Acknowledgements		xiii
ı	Introduction: Developments in Language Teaching Research	1
2	Methods for Researching the Second Language Classroom	21
3	Comparative Method Studies	51
4	Second Language Class oom Discourse	75
5	Focus on the Teacher	115
6	Focus on the Learner	151
7	Investigating the Performance of Tasks	195
8	Interaction and L2 Learning in the Classroom	237
9	Form-Focused Instruction and Second Language Learning	271
10	Instruction, Individual Differences and L2 Learning	307
11	Conclusion: Research and Language Teaching	337
References		349
Index		385

# List of Figures

3.1	The relationships between focus on form, uptake and acquisition	249
9.1	Key FFI methodological options	277
.2	Input-based FFI options	
0.1	The mediating role of individual learner factors in instructed	285
	L2 learning	308
0.2	Design of an aptitude-treatment-interaction study	_
0.3	Structural model of willingness to communicate in English in the	312
	Chinese EFL classroom (Peng and Woodrow, 2010: 853: simplified)	224

# List of Tables

1.1	Major journals publishing articles on language teaching research	5
2.1	Summary of Ellis and He's experimental study (1999)	22
2.2	Summary of Lyster and Ranta's study of corrective (eed back (1997)	24
2.3	Summary of an action research study (based on Penner, 1998)	28
2.4	Summary of Bloom's (2007) exploratory study	32
2.5	Summary of Guilloteaux and Dörnyei's (2008) correlational study	38
2.6	Examples of data collection methods used in experimental research	40
2.7	Summary of Harklau's (1994) ethnographic study	44
3.1	Experiential and analytic features in anguage pedagogy (based on	
• • •	Stern, 1990)	63
3.2	Summary of the comparative method studies presented	66
4.1	Coded extract illustrating Fanselow's FOCUS system	80
4.2	Summary of different dimensions of interaction analysis systems	
	(based on Long, 1980)	81
4.3	COLT Part A (based on Allen, Frohlich, and Spada, 1984)	83
4.4	Aspects of turn-taking mechanisms in four different instructional	
	contexts (based on Seedhouse, 2004)	99
5.1	Ten features of discourse in the EFL classroom (Walsh, 2002)	116
5.2	A teacher-educator's perspective on teacher-talk (based on	
	O'Neill, 1994)	119
5.3	Long and Sato's (1984) taxonomy of teacher questions (based on	
	Kearsley, 1976)	122
5.4	Functions of teachers' L1 use (based on Polio and Duff, 1994)	130
5.5	Taxonomy of teachers' corrective strategies (Lyster and Ranta, 1997:	
	46–49)	138
5.6	Two dimensions of corrective feedback strategies	139
5.7	Regulatory scale - implicit to explicit (Aljaafreh and Lantolf,	
<i>y</i>	1994: 471)	140

viii	List of Tables	
5.8	Focus on the teacher - cognitive and social perspectives	147
6.1	Summary of Lightbown's (1983) study	154
6.2	Examples of creative and modelled speech in the speech of ESL learners	
6.3	·	168
6.4	Selected studies of L2 learners' metalingual knowledge	172
0.1	Types of metalanguage used by learners in a dictogloss task (Fortune, 2005)	
6.5	Types of uptake move (Lyster and Ranta, 1997)	175
6.6	Observable characteristics of language allows (5)	179
	Observable characteristics of language play as 'fun' and as 'rehearsal' (based on Broner and Tarone, 2001)	
7.1	A comparison of three approaches to TBLT (based on Ellis, 2009)	182
7.2	Selected measures of fluency, accuracy and complexity	197
7.3	Three types of input in a listen-and-do task	207
7.4	Task design and implementation variables invest gated in interaction	213
	studies (based on Ellis, 2003)	
7.5	Simple and complex tasks in Kim (2009)	214
7.6	Task design and implementation variables investigated in L2	217
	production studies (based on Ellis, 2003)	216
7.7	Classroom-based studies of the effects of strategic planning	219
7.8	Selected studies of structure-based production tasks	220
7.9	Principal focus-on-form options (Eliis, Easturkmen and	225
	Loewen, 2002)	226
8.1	Types of 'development' in sociocultural theory	228
8.2	Operationalizing 'acquisition' in interactionist-cognitive theories	239
8.3	Design of study by Swam et al. (2009)	240
8.4	Effects of different kinds of input on L2 acquisition	246
8.5	Selected studies in vest, rating the effects of recasts and prompts on	254
	L2 acquisition	260
9.1	Focus on form versus focus on forms	272
9.2	Implicit and explicit forms of form-focused instruction (de Graaf and	212
	Housen, 2009: 737)	276
9.3	Simple and complex features (Spada and Tomita, 2010: 273)	300
10.1	Key individual difference factors mediating instructed L2 learning	309
10.2	Role of language aptitude in L2 acquisition (based on Skehan, 2002)	313
10.3	Factors influencing two L2 learners' WTC (based on Cao, 2009)	323
10.4	Summary of main demotivating factors	327
11.1	Example of a teacher education unit designed to raise awareness	32/
	about a critical issue in language pedagogy	346
		<b>J40</b>